DOCUMENT RESUME

ED 188 102 CG 014 500

AUTHOR Briggs, Steven L.; Stachowiak, James
TITLE Sex Differences in Personal Growth Group Learning Transfer.
PUB DATE 1 Sep 79
NOTE 17p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adults; Disclosure; Group Dynamics; *Group Experience; Individual Development; *Interaction; Interpersonal Competence; Interpersonal Relationship; *Learning Processes; *Sensitivity Training; *Sex Differences; *Transfer of Training

ABSTRACT

Research on the learning transfer process from T-group interpersonal skills training programs in business, education, and institutional settings has been generally positive, but has been mixed when examined in encounter and personal growth groups. The learning transfer process from a personal growth group experience was investigated to determine if a focus on open, authentic interaction within the group experience would generalize to the participants' outside relationships with same- and opposite-sex friends. Undergraduate students (N=100) were assigned to a control, Standard, or Transfer condition group. The Standard group focused on "here and now" interaction among group members, while the Transfer group additionally focused on utilization of group learnings in outside relationships. Females, as opposed to males, evidenced significantly higher levels of facilitative interaction within the group and transfered their learning more readily to outside relationships. The transfer emphasis did not lead to an increased incidence of learning transfer over that which occurred spontaneously. (Author/HLM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED188102

SEX DIFFERENCES IN PERSONAL GROWTH GROUP LEARNING TRANSFER

STEVEN L. BRIGGS, Ph.D.
JAMES STACHOWIAK, Ph.D.

SEPTEMBER 1, 1979

CG 014500

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Steven Briggs

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

* Paper presented at the Eighty-Seventh Annual Convention of the American Psychological Association, New York, 1979

CN 102 978

INTRODUCTION

The experiential group has traditionally been viewed as a "cultural island," a micro-society in which norms supporting open, authentic syles of interaction could be developed (Egan, 1973) as an alternative to the often closed competitive interaction styles seen as prevalent in society at large (Argyris, 1969; Shepard, 1970). In this role, the experiential group has been viewed both as a temporary intimate experience and as a medium of personal change and growth.

Will Schutz (1973) presents the experiential group movement as a developing social institution providing a sanctioned opportunity for people to temporarily drop their social roles and facades to authentically encounter one another. In contrast, Carl Rogers (1968) views the experiential group as a model for the development of open, authentic relationships and predicts an increasing "ethic of openness" in participants' outside relationships following their experiential group participation. In addition, Rogers (1970) has recommended that a specific "transfer emphasis" be incorporated into the group experience to assist the group members in generalizing their experience to back home situations and relationships.

STATEMENT OF THE PROBLEM

These divergent views regarding the presence or absence of learning transfer raise the relevant research question - "does the open, authentic style of interaction developed within the group context generalize to the participants' relationships outside the group?"

A number of factors have been identified as variables in the learning transfer process: (1) norms supporting open, authentic interaction must be developed within the group context (Egan, 1973), (2) the group members must each experiment with this new style of interaction and find it rewarding (Davidson, 1972), (3) the group member must risk initiating an open, authentic interaction style in a relationship outside the group without the support of normative sanctions (Lewin, 1946), (4) the group member is likely to encounter "normative resistence" on the part of friends

either unfamiliar or uncomfortable with such an open, authentic interaction style (Lieberman et. al., 1973), (5) the different levels of normative resistence associated with the "instrumental" and "expressive" role socializations of men and women in american society may influence the degree of learning transfer (Jourard, 1971), (6) the group member must be "sensitive" to the receptivity of the friend in introducing open, authentic interaction into the relationship (Parloff, 1970), (7) the inclusion of a specific "transfer emphasis" in the group experience may enhance learning transfer through increasing both motivation and appropriate sensitivity (Rogers, 1971), and (8) the group members "appropriate" attempts to introduce open, authentic interaction may be reciprocated resulting in some degree of incorporation of this new interaction style into the outside relationship (Rogers, 1970).

LITERATURE REVIEW

Research on learning transfer from T-group interpersonal skills training programs within business, education, and institutional settings has been generally positive. Learning transfer in the form of significant on-the-job change has been reported by Argyris (1962), Bunker and Knowles (1967), Friedlander (1967), Greiner (1965), and North (1964). Significant change in interpersonal interaction was was found for groups of nurses, teachers, and counselors following T-group training by Geitgey (1966), McFarland (1971), and Ross (1971). Margulies (1973) utilized a specific "transfer" emphasis and found significant differences in Inner-directedness as compared with both a standard T-group and a no-treatment control.

Research on the learning transfer process from encounter and personal growth groups has been mixed. Significant development of self-disclosure and facilitative interaction within the group context has been reported by Trotzer (1971) using videotape exerpts. Gold (1967) and Schwartz (1971) found no significant differences in self-disclosure to friends outside the group while Bailey (1971) found significant differences at both post-test and follow-up. Bellanti (1971) and Lee (1969) found significant differences in facilitative interaction as measured by a simulated client interview and by friends' ratings following encounter group experience.

Research on self-disclosure and facilitative interaction in interpersonal relationships indicates a principle of "reciprocity" of disclosure and facilitative interaction as well as clear sex differences. Reciprocity of self-disclosure in friendships has been reported by Jourard and Richmond (1963) and Panyard (1973). Reciprocity of facilitative interaction has been shown by Truax (1971). Research on sex differences has shown women to evidence significantly higher levels of self-disclosure (Chaiken and Derlega, 1974) and facilitative interaction (Armstrong, 1969). Finally, normative resistence to an "empathetic" interaction style was noted by Reisman and Yamokoski (1974) in studying problem solving in friendship relationships.

STATEMENT OF HYPOTHESES

The present study was designed as an exploration of learning transfer from the personal growth group experience. Specifically, the intent was to determine <u>if</u> the focus on "open, authentic" interaction within the personal growth group experience would generalize to the participants' outside relationships with a selected same-and opposite-sex friends. "Openness" was operationally defined as active self-disclosure and "authentic" interaction as the facilitative conditions of genuineness, empathy, postive regard, and unconditionality of regard.

Given the development of self-disclosure and facilitative interaction within the group context, it was hypothesized that:

(1) Spontaneous learning generalization would be reflected in significantly higher levels of self-disclosure and facilitative interaction in the participants' selected relationships as compared with participants in a no - treatment control group.

(2) Addition of a specific transfer emphasis to the group experience would increase the degree of learning generalization to the participants' selected relationships as compared with both the "standard" growth group experience and the no - treatment control.

(3) Sex of participant and friend would act as significant qualifying variables in

the learning generalization process.

(4) Perceived receptivity of the friend to learning transfer would act as a significant qualifying variable.

(5) Participant satisfaction with the group experience would act as a significant qualifying variable.

METHODOLOGY

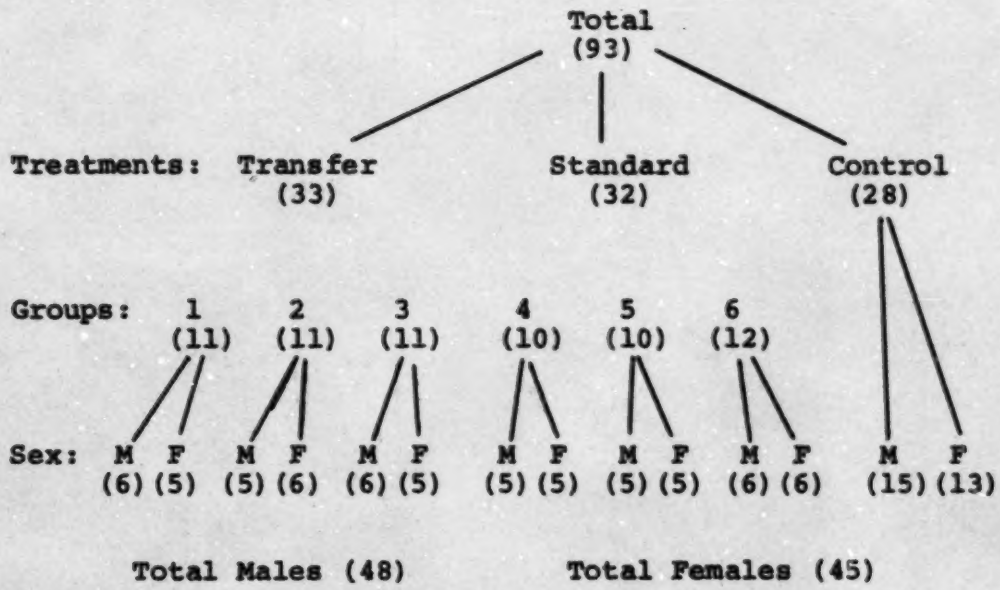
The experimental design was a 2x3x2+1 mixed factorial with an added no-treatment control. Standard vs. Transfer group orientations constituted the between subjects independent variable of treatments. Three personal growth groups were nested within each treatment. The design was crossed with the correlational variables of members sex, high/low perceived receptivity, and high/low group satisfaction. A post-test only design was employed due to the reactivity of the dependent measures employed.

The population for the study consisted of 100 undergraduate students at the University of Kansas who volunteered to participate in a psychology course involving personal growth group participation. Students were randomly assigned, stratified by sex and year in school, to either the Standard (N=32) or Transfer (N=33) condition. Students who initially volunteered for the course but who could not meet the class times composed an equivalent, though non-random control group (N=28). A nearly even distribution of men (N=48) and women (N=45) was maintained to facilitate examination of sex differences in learning transfer. The experimental mortality rate was 7%. Five students dropped the course during the semester and two were removed from the study due to simultaneous participation in additional growth group experiences.

The personal growth groups were each conducted as "contract" groups (Egan, 1973). The group leaders were graduate students in the fields of clinical psychology, counseling, and social work enrolled in a year long practicum course in growth group facilitation offered by James Stachowiak, Ph.D. The group leaders (eight male, four female) were randomly assigned, stratified by sex, to conduct groups as co-leader pairs under one

Figure 1

Experimental Design
(Schematic Representation)



Total Males (48)

Total Females (45)

of the two experimental conditions. Three hour group sessions were held weekly for twelve weeks for a total of 36 hours of growth group participation.

The two experimental conditions consisted of "Standard" vs. "Transfer" oriented growth group experiences. The Standard group experience emphasized "here and now" interaction among group members. Extended references to past events or outside relationships were discouraged. The Transfer group experience involved the same focus on "here and now" interaction with the addition of a specific transfer emphasis based on the dual principles of "active testing" of the open, authentic interaction style in outside relationships and "sensitivity" to the appropriateness and impact of such testing on the relationship. The group leaders in this condition placed emphasis on and devoted group time to helping the group members appropriately utilize their group learning in outside situations and relationships.

The primary dependent measures employed were the 40 item Jourard Self-Disclosure Questionnaire (JSDQ-40) and the 64 item Barrett-Leonard Relationship Inventory (BLRI-64), and a relationship satisfaction rating. The group participants selected their closest same- and opposite-sex friends with whom they would have frequent contact and obtained their cooperation in completing the research measures. Personally designed questionnaires were employed to assess the development of disclosure/facilitative interaction within the group, the perceived receptivity of the selected friends to a learning transfer, and the group member's satisfaction with his/her group experience.

Independent unweighted means analyses of variance for unequal N were conducted for each variable. Pairwise comparisons were performed using the Tukey B test. High/Low receptivity and group satisfaction was determined using the median split technique.

RESULTS

Group Development: The development of disclosure/facilitative interaction within the group context was assessed via participant self-report and independent leader

ratings (sessions 3, 6, 9, and 12) obtained from a personally developed group "Contract Questionnaires." A 2 x 2 x (2 x 4) Anova for (Treatment x Member Sex x Rater x Trials) was employed to analyze the Contract Questionnaire total scores. A significant main effect for trials ($p<.001$) and an examination of means indicated a progressive development of disclosure/facilitative interaction over the course of the group experience. As anticipated, females were found to evidence significantly higher ($p<.05$) levels of disclosure/facilitative interaction than males.

Manipulation Check: A manipulation check was performed using audio tape ratings of the 10th (Transfer emphasis) group session and two self-report items. Four five minute audio tape segments were randomly selected and presented to independent raters who were unaware of the experimental hypotheses. Rater reliability for the 24 independent ratings was highly significant ($r=.93$, $p < .001$). As expected, emphasis on learning transfer was found to be significantly higher in the Transfer condition ($t= 5.74$, $df=24$, $p < .001$). Separate 2 x 2 Anovas (Treatment x Member Sex) were conducted on participant responses to the two self-report items emphasizing application of group learning "within" the group context and in "outside" relationships. The treatment main effects were significant at the ($p < .05$) and ($p < .001$) levels respectively. No sex differences were indicated.

Self-Disclosure: Self-disclosure as measured by the JSDQ-40 was assessed both from the participant's perception of his or her disclosure to each friend and from the friend's perceptions of how much they felt the participant had disclosed to them. Separate 3 x 2 x (2 x 2) Anovas for (Treament x Member Sex x Respondent x Target) were conducted to assess first the "Participant's" and then the "Friends" perceptions of disclosure given and received.

Consistent with previous research on sex differences in self-disclosure a significant ($p < .005$) main effect for member sex was obtained. Overall, females were found to be more highly disclosive than males (means of 137.2 and 124.4 respectively). Examination of significant ($p < .01$) member sex x target interactions for participant and friends disclosure revealed a sex based pattern of disclosure.

The highest level of disclosure occurred in female same-sex relationships, followed by opposite-sex and then male same-sex relationships. However, there were no significant main or interactive effects for treatments. Thus, learning transfer was not indicated for participant self-disclosure.

Facilitative Interaction: Facilitative interaction as indicated by the conditions of Genuineness, Empathy, Positive Regard, and Unconditionality of Regard was assessed using the BLRI-64. The "Mo" and "Os" forms of the BLRI-64 were employed to measure the participants' perception of facilitative conditions offered and the friends' perception of facilitative conditions received. A 3 x 2 x (2 x 2) Anova for (Treatment x Member Sex x Respondent x Target) was conducted on the facilitative conditions total score. Examination of a significant ($p < .05$) TR x MS x RS x TG interaction revealed a sex based pattern of learning transfer.

Comparing the treatment effects for female same-sex relationships, both the Transfer and Standard treatments were found to be equally effective in increasing the level of facilitative conditions offered in this relationship. For female opposite-sex relationships, the Standard group treatment was found to be effective while no significant difference was found between the Transfer and Control conditions. No significant treatment differences were evidenced for male opposite-sex relationships. And for male same-sex relationships the level of facilitative conditions was found to be significantly lower for the Transfer condition as compared to the Standard and Control conditions. Thus, learning transfer was found to occur following a sex based pattern with regard to the dependent measure for facilitative interaction.

Relationship Satisfaction: As a general measure of relationship satisfaction, group members and their selected friends were asked to rate on a 7 point scale the direction (better-worse) in which they perceived the relationship as having moved over the course of the semester. A 3 x 2 x (2 x 2) Anova for (Treatment x Member Sex x Respondent x Target) was conducted on the ratings. Mean relationship satisfaction was found to be moderately ($p < .12$) higher for the Standard as compared with the Transfer and Control groups.

Sex differences were again revealed in that relationship satisfaction was

significantly ($p < .05$) higher with respect to female as opposed to male targets. This sex based pattern was also evident in treatment outcomes. Female participants in both the Standard and Transfer conditions indicated significantly ($p < .05$) higher levels of relationship satisfaction in their same-but not opposite-sex relationships. In contrast, female Transfer condition participants indicated moderately lower satisfaction with their opposite-sex relationships. For male same-sex relationships, participants in the Transfer condition also indicated being significantly ($p < .05$) less satisfied with their relationships as compared with no significant differences for the Standard and Control group. No significant differences were found for male opposite-sex relationships. This pattern of results for relationship satisfaction is highly consistent with those described above for facilitative conditions. Thus learning transfer was found to occur following a sex based pattern for the dependent measure of relationship satisfaction.

Perceived Receptivity: A personally designed "Social Atmosphere" questionnaire was administered to measure the participants' perceptions of the receptivity of their same- and opposite-sex friends to learning transfer. Separate 3 x 2 x 2 x (2) Anovas for (Treatment x Member Sex x High vs. Low Receptivity x Respondent) were conducted for the dependent measures of self-disclosure, facilitative conditions, and relationship satisfaction. Consistent with previous outcomes, no significant treatment effects of facts were obtained for either participant or friend's self-disclosure. However, perceived receptivity was found to play a significant role in facilitative condition and relationship satisfaction outcomes. For both same-and opposite-sex relationships the level of facilitative conditions was found to be significantly higher ($p < .001$ and $p < .05$) in high as opposed to low receptive relationships.

In addition, receptivity was found to exert a significant qualifying effect on treatment outcomes. Participants in both the Standard and Transfer conditions perceived themselves as offering significantly ($p < .05$) higher levels of facilitative conditions and as being more satisfied with ($p < .05$) their high receptive same-sex friends than

the Control participants. Second, participants in the Transfer condition indicated a significantly ($p < .05$) lower level of facilitative conditions and satisfaction with their low receptive same-sex friends than participants in the Standard condition. In light of these findings perceived receptivity was viewed as a significant qualifying variable influencing treatment outcomes.

Group Satisfaction: A "Feelings about the Group" questionnaire was employed to assess participant satisfaction with the group experience. Separate 2 x 2 x 2 x (2x2) Anovas for (Treatment x Member Sex x High vs. Low Satisfaction x Respondent x Target) were conducted on the dependent measures of self-disclosure, facilitative conditions, and relationship satisfaction. Again, no significant main or interactive effects were indicated for self-disclosure. As predicted, participants who liked their group experience were found to evidence significantly higher ($p < .001$) levels of facilitative conditions and relationship satisfaction ($p < .05$) in their same-and opposite-sex relationships as compared with participants who responded less favorably. No treatment effects were indicated. Thus a significant relationship was found between level of group satisfaction and level of facilitative conditions and satisfaction with the relationship. However, this relationship did not interact with treatments in the learning transfer process.

DISCUSSION

The outcomes of this study point to several important implications regarding both the process of learning transfer and the nature of interpersonal relationships. The primary implication concerns the role of member sex and target differences in mediating learning transfer. The results were found to be highly consistent with Jourard's view that women are most typically socialized toward the assumption of "emotional-expressive" nurturing roles, while male sex roles foster a more impersonal "cognitive-instrumental" style of interaction. It was anticipated that women would be more comfortable and adept at the open authentic style of interaction stressed in the growth group experience and more likely to apply their group learning in their selected relationships. Consistent with this women were found to

evidence significantly higher levels of facilitative interaction within context and to transfer their learning more readily to outside relationships than males.

This relationship was also found to extend to the role played by the sex of the target in mediating learning transfer. It was initially assumed that normative resistance on the part of the participants' friends would constitute a general deterrant to learning transfer. What emerged was a clear pattern indicating varying degrees of resistence depending upon the sex of the member and target. Female same-sex relationships appeared to offer the least resistance, followed by opposite-sex, and then male same-sex relationships. This pattern was found to hold for relative level of disclosure in the relationship, learning transfer as represented by level of facilitative interaction, and the participants' ratings of relationship satisfaction.

This pattern is consistent with the view expressed above that women would tend to be most comfortable with and thus most receptive to adopting a facilitative interaction style in their relationships. In contrast, males less familiar and comfortable with the facilitative interaction style would be expected to offer greater resistence to learning transfer. This difference points to a need to take sex differences in interaction style into account both with regard to group facilitation and the facilitation of learning transfer.

The principle questions of spontaneous and facilitated learning transfer were then examined in regard to the underlying pattern established by the mediating effects of the member sex and target variables. Spontaneous learning generalization was found to occur with regard to the level of facilitative interaction female participants offered in their outside relationships. Female participants in the Standard group condition offered a significantly higher level of facilitative conditions in their same-sex relationships and a moderately higher level in their opposite-sex relationships. In contrast, males in the Standard groups who might be expected to be somewhat uncomfortable themselves with the facilitative interaction style indicated no significant differences in level of facilitative interaction in their relationships.

Thus Carl Rogers' statement regarding the development of increased authenticity in interpersonal relationships was supported for female participants.

However, the transfer emphasis employed in the present study did not lead to an increased incidence of learning transfer over that which occurred spontaneously. The facilitation of learning transfer employed in the study placed emphasis on both an "active testing" of possible applications and a "sensitivity" to the impact of this testing on the relationship.

The results reflect an interaction of over cautiousness on the part of group members instructed to be "sensitive" to normative resistance and a pattern of receptivity mediated by sex of member and target. Females in the Transfer groups generalized the facilitative interaction style to their more highly receptive same-sex relationships but not to their more resistive opposite-sex relationships. Correspondingly, the males in the Transfer groups, sensitized to the need for appropriateness, showed no significant differences in their opposite-sex relationships, while actively decreasing the level of facilitative interaction offered in their same-sex relationships.

This pattern of results suggests that normative resistance mediated by sex differences plays a significant role in the learning transfer process. That the participants did in fact comply with the guidelines for learning transfer presented to them suggests that a stronger emphasis on "Active Testing" in conjunction with training in the handling of initial normative resistance may prove more effective in facilitating learning transfer. Additional research on the interaction of learning transfer, sex differences, and normative resistance is recommended.

The outcomes for relationship satisfaction viewed in regard to sex role differences and the learning transfer process raised a point of concern. Growth group participation had a significant effect on the relationship satisfaction rating of the group member. Here again, relationship satisfaction closely followed the sex based pattern of receptivity to learning transfer. Of particular importance both male and female Transfer group members indicated being less satisfied with their

relationships with male friends following growth group participation.

This outcome may be a result of frustration on the part of the group members who were unsuccessful in their attempts to introduce facilitative interaction into their relationships with male friends.

One group member's comment was particularly relevant to this issue. He indicated that introducing open, authentic interaction into his outside relationships was "too risky" and "a lot of work besides." He then indicated that he had resolved the problem by withdrawing from his old relationships and forming new ones with people more receptive to "sharing feelings and being real with one another." Such an outcome points to the need for a greater understanding of the "preferred interaction styles" in interpersonal relationships and of the effects of introducing a facilitative interaction style into these relationships.

Finally, the conspicious lack of learning transfer outcomes regarding self-disclosure raises an important research issue. The JSDQ-40 as well as other available measures assess "content" disclosure, disclosure of information about oneself. In contrast, growth group participation emphasizes "process" disclosure, disclosure of feelings about here and now interaction. While learning transfer would be expected to result in an increased incidence of "process" disclosure such need not be the case in regard to "content" disclosure. A need exists for the development of a valid measure of "process" disclosure consistent with the interaction found in the growth group context.

References

Armstrong, J.C. Perceived intimate friendship as a quasi-therapeutic agent. Journal of Counseling Psychology, 1969, 16, 137-141

Argyris, C. Do personal growth laboratories represent an alternative culture? Journal of Applied Behavior Science, 1972, 8, 7-28.

Bailey, R. I. The effects of temporal sequence variation on self-directed small groups in a college environment. Dissertation Abstracts, 1971, 32-A, 6872.

Bellanti, J. The effects of an encounter group experience on empathy, respect, congruence, and self-actualization. Dissertation Abstracts, 1971, 32-B, 6568.

Bunker, D. R., & Knowles, E. S. Comparison of behavioral changes resulting from human relations training laboratories of different lengths. Journal of Applied Behavioral Science, 1967, 2, 505-524

Chaikin, A. L., & Derlega, V. J. Self-disclosure. Morristown: General Learning Press, 1974.

Egan, G. Face to face. Monterey, Calif.: Brooks/Cole, 1973.

Friedlander, F. The impact of organizational training laboratories upon the effectiveness and interaction of ongoing work groups. Personnel Psychology, 1967, 20, 289-309.

Geitgey, D. A. A study of some effects of sensitivity training on the performance of students in associate degree programs in nursing education. Dissertation Abstracts, 1966, 27-B, 2000.

Gold, J. S. An evaluation of a laboratory human relations training program for college undergraduates. Dissertation Abstracts, 1968, 28-A, 3262.

Greiner, L. E. Organizational change and development. Unpublished Doctoral Dissertation, Harvard University, 1965.

Jourard, S. M. Self-disclosure: An experimental analysis of the transparent self. New York: Wiley, 1971.

Jourard, S. M., & Richman, P. Disclosure output and input in college students. Merrill-Palmer Quarterly of Behavior and Development, 1963, 9, 141-148

Lee, R. E. Relationship between basic encounter group and change in self-concept and interpersonal relationships of college low achievers. Dissertation Abstracts, 1969, 30-A, 2336.

Lewin, K. Frontiers in group dynamics I. Human Relations, 1947, 1, 5-40.

Lieberman, M.A., Yalom, J.D., & Miles, M.B. Encounter groups: First facts. New York: Basic Books, 1973.

Marguilies, N. The effects of an organization sensitivity training program on a measure of self-actualization. Studies in Personnel Psychology, 1973, 5, 67-74.

McFarland, G. N. Effects of sensitivity training utilized as inservice education. Dissertation Abstracts, 1971, 31-A, 4013.

Panyard, C. M. Self-disclosure between friends. Journal of Counseling Psychology, 1973, 20, 66-68.

Parloff, M. B. Group therapy and the small-group field: An Encounter. The International Journal of Group Psychotherapy, 1970, 20, 267-304.

Reisman, J. M., & Yamokoski, T. Psychotherapy and friendship: An analysis of the communications of friends. Journal of Counseling Psychology, 1974, 21, 269-273.

Rogers, C. Interpersonal relationships: U.S.A. 2000. Journal of Applied Behavioral Science, 1968, 4, 265-280.

Rogers, C. Carl Rogers on encounter groups. New York: Harrow Books, 1970.

Schutz, W. C. Elements of encounter. Big Sur: Job Press, 1973.

Schwartz, R. I. An experimental study of massed and spaced encounter. Unpublished Doctoral Dissertation, State University of New York, 1971.

Shepard, H. A. Personal growth laboratories: Toward an alternative culture. Journal of Applied Behavioral Science, 1970, 6, 259.

Trotzer, J. P. Process comparison of encounter groups and discussion groups using videotape excerpts. Journal of Counseling Psychology, 1971, 18, 358-361.

Truax, C. B. Self-disclosure, genuineness, and the interpersonal relationship. Counselor Education and Supervision, 1971, 10, 351-354.